

## THE FRAMEWORK FOR TEACHING

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| <p style="text-align: center;"><b>Domain 1</b><br/><b>Planning and Preparation</b></p> <p><b>a. Demonstrating Knowledge of Content and Pedagogy</b><br/> Knowledge of Content and the Structure of the Discipline<br/> Knowledge of Prerequisite Relationships<br/> Knowledge of Content-Related Pedagogy</p> <p><b>b. Demonstrating Knowledge of Students</b><br/> Knowledge of Child and Adolescent Development<br/> Knowledge of the Learning Process<br/> Knowledge of Students' Skills, Knowledge, and Language Proficiency<br/> Knowledge of Students' Interests and Cultural Heritage<br/> Knowledge of Students' Special Needs</p> <p><b>c. Selecting Instructional Outcomes</b><br/> Value, Sequence, and Alignment<br/> Clarity<br/> Balance<br/> Suitability for Diverse Learners</p> <p><b>d. Demonstrating Knowledge of Resources</b><br/> Resources for Classroom Use<br/> Resources to Extend Content Knowledge and Pedagogy<br/> Resources for Students</p> <p><b>e. Designing Coherent Instruction</b><br/> Learning Activities<br/> Instructional Materials and Resources<br/> Instructional Groups<br/> Lesson and Unit Structure</p> <p><b>f. Designing Student Assessment</b><br/> Congruence with Instructional Outcomes<br/> Criteria and Standards<br/> Design of Formative Assessments</p> | <p style="text-align: center;"><b>Domain 2</b><br/><b>The Classroom Environment</b></p> <p><b>a. Creating an Environment of Respect and Rapport</b><br/> Teacher Interaction with Students<br/> Student Interactions with One Another</p> <p><b>b. Establishing a Culture for Learning</b><br/> Importance of the Content<br/> Expectations for Learning and Achievement<br/> Student Pride in Work</p> <p><b>c. Managing Classroom Procedures</b><br/> Management of Instructional Groups<br/> Management of Transitions<br/> Management of Materials And Supplies<br/> Performance of Non-Instructional Duties<br/> Supervision of Volunteers And Paraprofessionals</p> <p><b>d. Managing Student Behavior</b><br/> Expectations<br/> Monitoring of Student Behavior<br/> Response to Student Misbehavior</p> <p><b>e. Organizing Physical Space</b><br/> Safety and Accessibility<br/> Arrangement of Furniture and Use of Physical Resources.</p> |
| <p style="text-align: center;"><b>Domain 4</b><br/><b>Professional Responsibilities</b></p> <p><b>a. Reflecting on Teaching</b><br/> Accuracy<br/> Use in Future Teaching</p> <p><b>b. Maintaining Accurate Records</b><br/> Student Completion of Assignments<br/> Student Progress in Learning<br/> Non-instructional Records</p> <p><b>c. Communicating with Families</b><br/> Information About the Instructional Program<br/> Information About Individual Students<br/> Engagement of Families in the Instructional Program</p> <p><b>d. Participating in a Professional Community</b><br/> Relationships with Colleagues<br/> Involvement in a Culture of Professional Inquiry</p> <p>Service to the School<br/> Participation in School and District Projects</p> <p><b>e. Growing and Developing Professionally</b><br/> Enhancement of Content Knowledge and Pedagogical Skill<br/> Receptivity to Feedback from Colleagues<br/> Service to the Profession</p> <p><b>f. Demonstrating Professionalism</b><br/> Integrity And Ethical Conduct<br/> Service To Students<br/> Advocacy<br/> Decision Making</p>  | <p style="text-align: center;"><b>Domain 3</b><br/><b>Instruction</b></p> <p><b>a. Communicating with Students</b><br/> Expectations for Learning<br/> Directions and Procedures<br/> Explanations of Content<br/> Use of Oral and Written Language</p> <p><b>b. Using Questioning and Discussion Techniques</b><br/> Quality of Questions<br/> Discussion Techniques<br/> Student Participation</p> <p><b>c. Engaging Students in Learning</b><br/> Activities and Assignments<br/> Grouping of Students<br/> Instructional Materials and Resources<br/> Structure and Pacing</p> <p><b>d. Using Assessment in Instruction</b><br/> Assessment Criteria<br/> Monitoring of Student Learning<br/> Feedback to Students<br/> Student Self-Assessment and Monitoring of Progress</p> <p><b>e. Demonstrating Flexibility and Responsiveness</b><br/> Lesson Adjustment<br/> Response to Students<br/> Persistence</p>                                    |